



# Human Rights Educators USA

*A national network dedicated to building a culture of human rights.*

## **HRE USA Recommendations and Comments for California History-Social Science Framework Revision**

These recommended changes and additions are indicated by Chapter, Page and Line number.

### **I. Recommendations for Chapters of the H-SS Framework Applicable Across Framework**

The first recommendations cover materials that are common to the entire framework:

- Chapter 1 Introduction
- Chapter 22 Professional Learning
- Chapter 23 Criteria for Evaluating Instructional Materials: Kindergarten Through Grade Eight
- Appendices

#### **Chapter 1 Introduction**

Page 3, line 60. Amend sentence to read: every California school should offer a robust and integrated instructional program in social studies for kindergarten through grade twelve with the development of thematic and conceptual understandings throughout the entire sequence.

Page 4, line 76. Amend sentence to read: The framework and standards encourage students to learn about their worlds from local to global perspectives in a deliberate and careful sequence and to develop thematic and conceptual understandings that span from the local to the global.

Page 4, line 77. Amend sentence to read: Along the way, students engage with questions and topics of disciplinary: and conceptual significance

Page 6, line 113: Add a sentence after ...American populace. They learn to see this American journey in the context of the global quest to recognize the humanity of all persons and to respect human dignity.

Page 6, lines 117 and 118. Amend sentence to read: Starting with the freedoms outlined by the Framers, students examine the many contributions of Americans seeking to define the meaning of citizenship across the country: and human rights within the world community, from farmers in Jefferson's agrarian nation, to the American contributions to international humanitarian standards, to suffragists at the turn of the century, to American participation in the development of agreements protecting universal human rights, to civil rights activists putting their lives on the line to end Jim Crow in the middle of the twentieth century, to Americans seeking to bring marriage equality to same-sex couples in the twenty-first century.

Page 6, line 128. Amend sentence to read: Students analyze the relationship between humanity and the physical world, trade, conflict, the development of new political institutions and philosophies, as well as the birth and spread of religious traditions and the evolution over time of concepts regarding the nature of human society and the statuses and rights of a society's members.

Page 7, line 140, Amend sentence to read: They also investigate imperial expansion and the growth of nation-states, two world wars, decolonization, the cold war, globalization: the development of shared international understandings about fundamental human rights and the development of international

agreements to limit armed conflict and protect non-combatants<sup>1</sup>, and unresolved conflicts that continue to affect the world today.

Page 8, line 156. Amend sentence to read: . Students will also consider some of the costs of unfettered capitalism, such as industrialization’s impact on the environment, child labor, disparities between rich and poor, lack of access to basic economic and social necessities and corporate practices such as the development of trusts and cartels.

Page 8, line 161. Amend sentence to read: Among other relevant developments, students examine the significance of the national marketplace, the transcontinental railroad, the Great Depression, the New Deal, the formation of the United Nations and the quest to identify and support fundamental levels of economic, social and cultural rights, and the Cold War and post-Cold War era’s industrial growth and contraction.

Page 12, line 252. Add a sentence at the end of this paragraph: Through these discussions, deliberations and participation, students learn to “Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.” C(3) Framework, **D2.Civ.10.9-12.**

Page 18, lines 383 and 387. Amend the sentence to read: Whether studying United States history, world history, government, economics, or geography, students should be aware of the presence, absence, or contestation of fundamental human rights, including the rights of the individual, the rights of minorities, the right of the citizen to participate in government, the right to speak or publish freely without governmental coercion, the right to freedom of religion and association, the right to trial by jury and to be treated fairly by the criminal justice system, the right to form trade unions, and other basic democratic and human rights and the ways that various forms of government have encouraged or discouraged their expansion.

Page 18, line 391. Amend the sentence to read: From the earliest grade levels, students learn the kind of behavior that is necessary for the functioning of a democratic society in which everyone’s fundamental human rights are respected.

Page 19, line 396. Amend sentence to read: They should learn about the value of due process in dealing with infractions, and they should learn to respect the rights of the minority even if this minority is only a single, dissenting voice and to recognize the dignity of every person.

Page 20, line 437. Amend sentence to read: We want them to develop a keen sense of ethics and citizenship. We want them to develop respect for all persons as equals regardless of ethnicity, nationality, gender identity, sexual orientation, and beliefs.

Page 20, line 438. Add a new sentence after the sentence that ends on this line: We want them to recognize their responsibility as members of the global community to participate ethically and with humanity in their interactions with members of the world’s various nations, cultures and peoples.

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<sup>1</sup> The development of international humanitarian law during the 19<sup>th</sup> and 20<sup>th</sup> centuries is a major historical trend, in which the United States played a significant role from the Lieber Code during the Civil War to the language of the 4<sup>th</sup> Geneva Convention.]

## **Chapter 22, Professional Learning**

Page 817, after line 284. Add an additional section:

The Human Rights Resource Center of the University of Minnesota provides free access to online curricula and lesson plans through the *This Is My Home* K-12 Human Rights Education Initiative and Curriculum and other resources. <http://www.hrusa.org/thisismyhome/index.html> and

<http://www1.law.umn.edu/humanrightscenter/program-areas/education-program.html>

Educational materials on International Humanitarian Law can be accessed on the American Red Cross website at: <http://www.redcross.org/humanityinwar/resources>

Links to other high quality online sources of human rights education materials including curricula, lesson plans and other resources can be found on the Educational Resources site of the HRE USA webpage:

[http://www.hreusa.net/materials\\_teaching.php](http://www.hreusa.net/materials_teaching.php)

## **Chapter 23      Criteria for Evaluating Instructional Materials: Kindergarten Through Grade Eight**

Page 819, line 22 and 23. *[Comment on text: Please note the comments and proposed revisions to the Appendices to the Framework regarding incorporation of human rights-related concepts and perspectives.]*

Page 826, line 202. Add an additional section:

23. Where appropriate and throughout the respective grade levels, materials highlighting the rights expressed in the Universal Declaration of Human Rights and the fundamental principles of humanitarian law contained in the Geneva Conventions shall be included. Students shall have access to a copy of the Universal Declaration of Human Rights and, as appropriate to their grade level and the topic area, to the 4 Geneva Conventions and instructional materials available through the American Red Cross regarding the Conventions.

## Appendices

### Appendix A: Problems, Questions and Themes in the History and Geography Classroom p. 837 to 887

*[Comment to this Appendix: It would be helpful to educators and students if this appendix were more fully documented through citation. Inquiry based social studies approaches must be particularly careful in setting the “factual” basis for the invited inquiries to provide links to the sources from which the facts are drawn and, where appropriate, to acknowledge when the “facts” themselves may be contested. ]*

Page 842, lines 114 to 119: Amend the sentence to read: A curriculum whose structure is too rigidly thematic; ~~centering on study of such categories as “empire,” “human rights,” “religion,” or “technology” one after the other and over relatively long temporal sequences~~ risks detaching particular phenomena from the wider social contexts within which they may be best understood or, worse, reducing history—the study of change over time—to “background information” for exploring current issues<sup>2</sup>

Page 842, line 121. Amend sentence to read: Nevertheless, there are many engaging historical problems that address universal or enduring aspects of the human venture and shed light on the very human exploration of what it means to be human in the world and to what extent differences and similarities have defined human interactions over time.

Page 843, line 130. Amend sentence to read: Teachers may identify a wide range of thematic ideas and note the interactions among them through time.

Page 845, line 192. Amend sentence to read: In the sixteenth century, the Indian population in the Americas dropped catastrophically owing primarily to contact with people from Eurasia and Africa who introduced infectious diseases previously unknown in the Western Hemisphere and employed weapons and means of transportation previously unknown in the Americas in patterns of conquest and settlement.

Page 847, Line 222. Amend sentence to read: Most men and women who have migrated voluntarily have aimed to settle in new lands to seek better jobs or simply safety from war or famine: or the effects of changes in climate , even though they do not necessarily find what they want when they reach their destination.

Page 848, Line 245 **Uses and Abuses of Power** *[In this section it is suggested that students be encouraged to explore the tension between the exercise of power and restraint throughout human history (think the Analects of Confucius, the Code of Hamurabi, the Jubilee Year of the Israelites, etc.) and that the parallel history of resistance to power be acknowledged (think Socrates, Spartacus, Nathan’s warning to King David, the limits required of King John, etc.) These stories are intertwined with tales of power and its abuse and demonstrate the human quest for dignity.]*

Page 848, line 256. Add additional sentences: Yet consolidation and use of power has existed in dynamic tension with the constant human quest to understand and define the relationship of people with each other. The National Council for the Social Studies, in its Position Statement on Human Rights Education, notes: “Questions about rights and responsibilities of humans in society are as old as humankind. Cultures across the globe have for millennia identified people’s rights and guaranteed their protection. Even when tied to group identity — family, band, community, religion, class — socially-acknowledged rights have been used to support fairness, compassion for the poor, and justice for members and strangers. -- As is often the case in human history, ideals proclaimed in the name of “We the People” and conduct tolerated in actual practice

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<sup>2</sup> It is correct to be cautious of rigid thematic curricula. However, it should be realized that the themes identified earlier in the Appendix, as written, also demonstrate categorization of various historical periods and societies for which the very themes criticized in this language might provide lenses for more nuanced exploration . The deleted language could be misconstrued to discourage teachers from including exploration of historical antecedents to contemporary political values such as human rights.

*have sometimes been in conflict.” [http://www.socialstudies.org/positions/human\\_rights\\_education\\_2014](http://www.socialstudies.org/positions/human_rights_education_2014).*

Page 850, line 307. Add additional sentences. Yet, many ancient societies developed codes of laws and rules of public conduct which sought to define and place limitations on the power of rulers and to establish an ethical basis for civic engagement. Examples such as the Code of Hammurabi, the Torah, the Upanishads, the laws of republican Rome, the Analects of Confucius, etc. antedate the Magna Carta and exist across a broad cultural and geographical spectrum.

Page 853, line 361. Add additional sentence: In the contemporary period, the power of the state is sometimes seen as in contest with or influenced by the power of non-governmental economic entities such as large and multi-national corporations, whose economic power may influence the exercise of power by the state.

Page 854, line 397. Add additional sentence: A challenge for large democratic societies is to maintain their democratic structure without succumbing to a coercive majoritarianism that overruns these different communities within communities.<sup>3</sup>

Page 855, line 415. Add sentence after phrase ‘questions of right and wrong’: So does the power inherent in participation in a particular socioeconomic, racial, ethnic or indigenous status.

Page 855, line 420. Add an additional paragraph:

Development of the Law of War and International Humanitarian Law (IHL) is also an important historical development going back to before the American Revolution and with significant development during the 19<sup>th</sup> and 20<sup>th</sup> centuries. Key developments in this process include President Lincoln’s General Order 100 (Lieber Code, 1863) regarding the treatment of Confederate combatants and civilians, the First Geneva Convention (1864), subsequent expansion of the Geneva Conventions (1899, 1906, 1907, 1929, 1949), and the Nuremberg Principles (1945). In the 21<sup>st</sup> Century, the growth of armed conflict by and with non-State actors is challenging the fundamental categories of IHL.

Page 857, line 481. *[Comment: This section could also reference the development of coinage in ancient China from 1000 BCE (cowrie coinage followed by bronze and later gold).*

Page 863, line 603. Add additional sentences or paragraph: Agrarian societies on occasion institutionalized a tradition of access by land-poor farmers and villagers to the use of certain lands within or adjacent to their communities where a degree of subsistence agriculture and/or animal husbandry might be practiced. Two examples would be the “commons” of England, Scotland and Wales and the ejidos of Mexico.<sup>4</sup>

Page 865, line 647. Add sentence: In the mid 20<sup>th</sup> Century, the idea that all persons should be guaranteed certain basic economic and social rights, such as a place to live, a job with a living wage, necessary health care, education, protection in childhood and in old age, gained considerable support in international agreements. Yet, the institutionalization of these standards has lagged behind their initial expression.

Page 866, line 669. Add a sentence after ‘economic and social factors that contribute to poverty’: Indeed, many 20<sup>th</sup> and 21<sup>st</sup> century international agreements and national laws and charters have recognized a responsibility on the part of governments and economic powers to recognize basic levels of economic, social and physical wellbeing as rights belonging to all people.

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<sup>3</sup> This section should include some acknowledgment of the presence of diverse communities of interest within representative democracies, including cultural communities and indigenous communities.

<sup>4</sup> There should be some reference here to the countervailing traditions of common lands available to the people of a community for subsistence agricultural purposes. Two examples would be the British commons, and the ejidos of Mexico.

Page 867, line 679. Amend sentence to read: At the same time, many people deplore extreme or unjust inequalities, consider them contrary to the right of every person to live with a basic level of human dignity and wellbeing, and strive to lessen or eliminate them.

Page 867, line 693. Amend sentence to read: ? Knowing our identity is like knowing where our home base is. All humans need to know to which groups they belong and have a sense of what those group memberships entail.

Page 873, line 816. Amend sentence to read: Racial, ethnic and indigenous groups from African Americans to Aboriginal Australians to French Canadians have felt empowered by histories describing the trials and achievements of their own imagined communities.

Page 873, line 818. Additional sentence: In the contemporary period, the special status of Indigenous Peoples as distinct from purely ethnic or racial classifications, has been recognized by international agreements such as the UN Declaration on the Rights of Indigenous Peoples and many national laws.

Page 881, Line 1008. **Key Theme 7: Spiritual Life and Moral Codes** *[Comment: While it is appropriate to discuss moral codes in the context of spiritual life, it would create a valuable parallel thread if ethical codes were discussed in the Key Theme dealing with Uses and Abuses of Power. The relationship of Ethics and the Exercise of Power is a theme that recurs in various forms and contexts throughout human history. While no specific language is suggested here, it is recommended that the Theme addressing Uses and Abuses of Power incorporate a discussion of the parallel development of ethics. A discussion of the development of economic ethics within the various economic and productive systems through history would also be appropriate. To treat ethics only within the context of morality in a spiritual or religious sense, compartmentalizes this historical phenomenon away from the institutional settings where it is practiced and misses the opportunity to explore the utilitarian aspects of ethical practice.]*

Page 887, line 1147. Additional sentence: These shared moral and ethical expectations have influenced the development of political institutions, and the rules surrounding the exercise of power. The history of the use and abuse of power – governmental, military, economic, etc. – intersects in key dimensions with the history of the development and evolution of religious traditions, moral codes and ethical standards.

Page 887, line 1148. *[Comment: Appendix A could benefit from a discussion of armed conflict – the changes in its methods, its relationship to the uses and abuses of power and the efforts to limit the abuses associated with armed conflict through the Law of War and International Humanitarian Law. This is an important historical development going back to before the American Revolution, with significant development during the 19<sup>th</sup> and 20<sup>th</sup> centuries. In the 21<sup>st</sup> Century, the growth of armed conflict by and with non-State actors is challenging the fundamental categories of IHL.]*

### Appendix C: Teaching the Contemporary World

Page 891, line 1220. Additional Sentence: What were some of the perspectives from non-Western commentator and political analysts at this time?

Page 893, line 1258. Amend sentence to read: Since Al Qaeda's attack on New York City and the Pentagon, the world has experienced a resurgence in conflict and a greater awareness of existing conflicts whose origins antedate 9/11.

Page 894, line 1278. Additional sentence: : They should explore this same period from the perspectives of various world and regional players, both among the major powers and within the developing world.

Page 894, line 1279. Additional paragraph: Students should explore how the changing face of armed conflict has affected the operation of the international agreements entered into after WWI and WWII regarding the limits of armed conflict, the so-called Laws of War (military title) or International Humanitarian Law (ICRC title). How has the increasing role of non-state players in regional and international conflicts impacted the ways in which the nations of the world to observe humanitarian limits to armed conflict?

Page 895, line 1294. Additional sentence: Globalization has brought about an international recognition of the existence of Indigenous Peoples within many nation states and sought to establish some international standards for their relationship with settler governments and their status before international bodies.

Page 898, line 1369. **Rights, Religion, and Identity** *[Comment: Please see the suggested new language below addressing the growth in International Humanitarian Law in the 19<sup>th</sup> and 20<sup>th</sup> centuries. These developments are central to the developing recognition of the rights and the fundamental humanity of every person. They parallel and in some cases intersect with the protections contained in declarations like the Universal Declaration of Human Rights and treaties adopted pursuant to the UDHR such as the International Covenant on Civil and Political Rights (US Ratified, 1992). The United States played a significant role in the development and adoption of the Geneva Conventions revisions of 1949 and U.S. Supreme Court Justice Robert Jackson was the principal author of the Nuremberg Principles, which established the elements of the Crime Against Humanity, abuses so grave that they have no statute of limitations and are subject to universal jurisdiction. These developments are a vital part of the story of Rights, Religion and Identity.]*

Page 898, line 1384. After the sentence ending 'Rights of Man and Citizen (1789)', add a sentence: In the latter half of the 19<sup>th</sup> Century, certain rights-based protections for civilians and those injured in warfare became codified both in the United States (Lieber Code, 1863) and in Europe (1<sup>st</sup> Geneva Convention, 1864).

Page 899, line 1396. Add a new paragraph:

In the twentieth century, reaction to Nazi atrocities also led to the Nuremberg Principles (including the recognition of the elements of a Crime Against Humanity), the Genocide Convention and the human rights clauses in the UN Charter. At around the same time, the 1949 Geneva Conventions were adopted. While the First, Second and Third Geneva Conventions followed earlier, more rudimentary models of International Humanitarian Law, the common clauses of the Conventions and the Fourth Geneva Convention were entirely new conceptions and addressed such concerns as the rights of non-participants in warfare, conduct of military personnel during occupation of another country, etc. . The most famous of these common clauses is of course common Article 3, which for the first time in the history of international law introduced regulation of non-international armed conflicts into multilateral treaties. Source: *The Geneva Conventions and Public International Law*, British Foreign and

Commonwealth Office Conference commemorating the 60th Anniversary of the 1949 Geneva Conventions, London, 9 July 2009  
<https://www.icrc.org/eng/assets/files/other/irrc-875-geneva-convention-int-law.pdf>

Page 900, line 1428. Amend sentence to read: Some western societies are still struggling with areas of civil rights that remain unresolved, such as marriage rights and other issues of equality for their gay citizens and also with the recognition and protection of the economic, social and cultural rights described in international agreements such as the Universal Declaration of Human Rights, but they can still provide leadership in applying global pressure against regimes that even in the twenty-first century mandate harsh penalties and sometimes even death against homosexuals.

Pagd 902, line 1479. Amend sentence to read: This is a historical transformation that students should consider carefully, especially insofar as it relates to the “rise” of new powers such as India and the People’s Republic of China and the more ancient history of these “new” world powers as global and regional leaders.<sup>5</sup>

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<sup>5</sup> While contemporary India and China are relative newcomers to the world of international economic and political leadership, their ancient rolls should be acknowledged in any discussion of their contemporary re-emergences.



#### **Appendix D: Educating for Democracy: Civic Education in the History-Social Science Curriculum**

Page 911, line 1659. Amend sentence to read: Students will gain understanding of constitutional and democratic principles and concepts such as liberty, freedom, rule of law, individual rights and the rights of property, human rights, justice, equal protection, due process, representation, privacy, civic responsibilities, and “the common good.”

Page 913, line 1693. Add sentences: High quality civic learning incorporates” fundamental concepts of universal human rights and international humanitarian law into a nurturing and yet rigorous education that prepares students to be compassionate, aware, and effective citizens and to work together to build a more livable world.”

From NCSS Position Statement on Human Rights Education:  
[www.socialstudies.org/positions/human\\_rights\\_education\\_2014](http://www.socialstudies.org/positions/human_rights_education_2014)

#### **Appendix G: Capacities of Literate Individuals,**

Page 967, line 2899. Additional Section:

Students recognize that “the principles upon which the United States was founded — equality of rights to ‘life, liberty and the pursuit of happiness,’ promoted by attention to the ‘general welfare’ of all — resonate with the aspirations of people everywhere.” They demonstrate a renewed commitment to “civic engagement, civility in discourse and behavior, and a renewed respect for the common humanity of all.” They understand their own inherent human dignity and “their responsibility to uphold and protect the rights of others, in all circumstances.”

From NCSS HRE Position Statement (2014):  
[www.socialstudies.org/positions/human\\_rights\\_education\\_2014](http://www.socialstudies.org/positions/human_rights_education_2014)

#### **Framework Resource Page**

Page 974, line 3053. Include<sup>6</sup>:

- Charter of the United Nations
- Universal Declaration of Human Rights
- The Geneva Conventions as adopted and revised

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<sup>6</sup> These are international agreements to which the United States has assented. The UN Charter and the Geneva Conventions are treaties which have been ratified by the US with consent of the Senate. They are core documents for understanding the relationship of the United States with the world at large and the relationship of the nations of the world with each other.

## II. Recommendations for Chapters of the H-SS Framework Applicable to Grades 9-12

The second set of recommendations cover high school level materials including:

- Chapter 13: Instructional Practice for Grades Nine through Twelve
- Chapter 14: Grade Nine – Elective Courses in History–Social Science
- Chapter 15: Grade Ten – World History, Culture, and Geography: The Modern World
- Chapter 16: Grade Eleven – United States History and Geography: Continuity and Change in Modern United States History
- Chapter 17: Grade Twelve – Principles of American Democracy (One Semester)
- Chapter 18: Grade Twelve – Principles of Economics (One Semester)

### Chapter 13: Instructional Practice for Grades Nine through Twelve

Page 368, line 36. *[Comment: Very glad to see the reference to human rights here. It is hoped that the comparable references to human rights suggested for the K-5 and 6-8 instructional practices will be incorporated into Chapters 4 and 9 of the Framework. These concepts need to be introduced to students in simple and understandable form from the earliest grades and developed with greater age-appropriate complexity throughout the child's education. See Blanchard, Senesh, Patterson-Black in Social Studies, vol. 90, #2, 1999, pp 63-67.]*

Page 369, line 60. Add an additional Activity:

5. Students analyze the local aspects of a problem or issue receiving national, regional and/or global attention using appropriate disciplinary lenses from civics, economics, geography, history and other social sciences; propose and evaluate strategies and options to address it and take and evaluate individual or collaborative actions and/or make presentations on the issue to a range of venues outside the classroom.

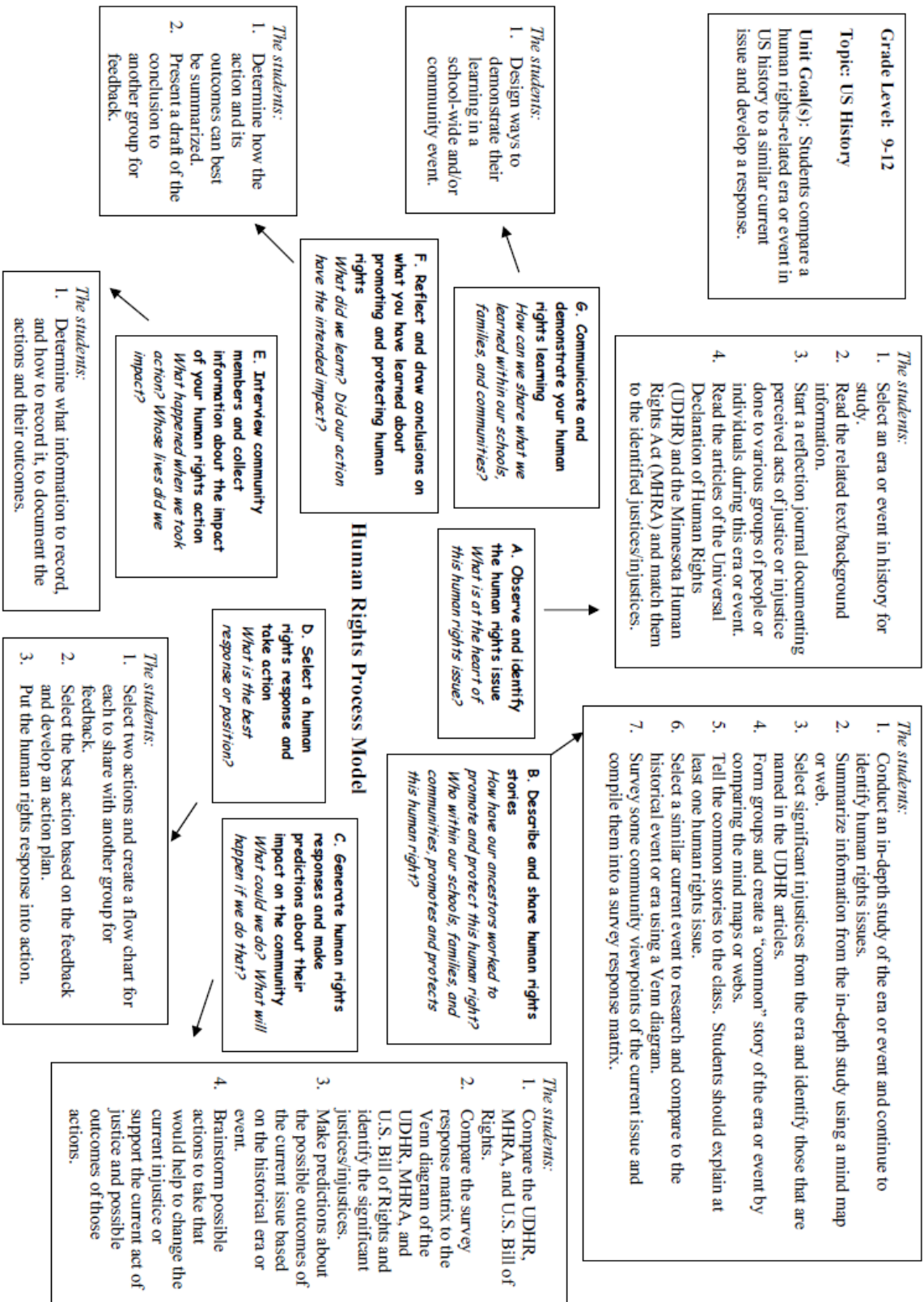
**Chapter 14: Grade Nine – Elective Courses in History–Social Science**

Page 381, line 1 *[Comment: It is recommended that a place be made in this Chapter for an elective course on Human Rights. An example of such a lesson is incorporated below and attached to these comments in PDF version. It was developed by the University of Minnesota’s Human Rights Resource Center and has been aligned with Minnesota’s educational standards. <http://hrusa.org/thisismyhome/project/about.shtml> . The author and endorsers of these comments and recommendations offer to work with CDE, the Subject Matter Committee and the Commission to adapt the course, developed by the Human Rights Resource Center of the University of Minnesota, to California educational requirements, including the H-SS Framework. The Course is also be electronically accessed at [http://www.hrusa.org/thisismyhome/resources/MN\\_HR\\_Ed\\_9-12.pdf](http://www.hrusa.org/thisismyhome/resources/MN_HR_Ed_9-12.pdf) :]*

**9-12 Lesson Plan Contents**

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## Unit IV

### Grades 9-12 Unit Lesson Plan

#### UNIT IV: U.S. HISTORY

**Key Question:** What can we learn about human rights from U.S. History?

**Unit Goal(s):** Students compare a human rights-related era or event in U.S. history to a similar current era or issue and develop a response.

**Time:** Approximately 20 hours depending on activities selected

**Materials:** See individual activities

**Setting:** Grades 9-12

#### Student Learning Goals

Students will understand the following human rights principles, language and values:

|                  |                               |
|------------------|-------------------------------|
| Cultural rights  | Moral Rights & Responsibility |
| Economic justice | Responsibility                |
| Inalienable      | Sovereignty                   |
| Indivisibility   | Universality                  |
| Interdependence  |                               |

Students will apply the following human rights standards:

Universal Declaration of Human Rights (UDHR)

Convention on the Rights of the Child (CRC)

Minnesota Human Rights Act (MHRA)

Students will demonstrate the following human rights skills and practices:<sup>1</sup>

- Understand the origin of racial segregation.<sup>2</sup>
- Apply research skills through an in-depth investigation of a historical topic.<sup>3</sup>
- Understand the scope and limits of rights, the relationship among them, and how they are secured.<sup>4</sup>
- Demonstrate knowledge and understanding of the principles upon which the U.S. government is based.<sup>5</sup>
- Analyze the relationship and interactions between the U.S. and other nations and evaluate the role of the U.S. in world affairs.<sup>6</sup>

<sup>1</sup> All footnotes are specific MN Educational Standards, which correspond to the unit's human rights skills and practices.

<sup>2</sup> Social Studies: U.S.Hist 9-12/I.J.- Reshaping the Nation and the Emergence of Modern America 1877-1916 AD

<sup>3</sup> Social Studies: Hist Skills 9-12/IV.A.- Historical Inquiry

<sup>4</sup> Social Studies: Gov't & Citizshp 9-12/VII.A.- Civic Values, Skills, Rights, and Responsibilities

<sup>5</sup> Social Studies: Gov't & Citizshp 9-12/VII.B.- Beliefs and Principles of the United States Government

<sup>6</sup> Social Studies: Gov't & Citizshp 9-12/VII.D.- Governmental Processes and Institutions

- Apply a variety of strategies to expand vocabulary.<sup>7</sup>
- Locate and use information in reference materials.<sup>8</sup>
- Demonstrate understanding and effective communication through listening and speaking.<sup>9</sup>
- Critically analyze information found in electronic and print media, and use a variety of these sources to learn about a topic and represent ideas.<sup>10</sup>

**Note:** Many other skills can be fostered and educational standards can be met using this material, depending on the area of study and action plan undertaken by the students. See the Resource Section of this kit for a more extensive list of the Minnesota Education Standards.

### Overall Impact

When first thinking about your lesson plan, it is recommended that you keep in mind its intended impact on four levels: (a) student, (b) school, (c) family, and (d) community. Below are some examples of possible impacts that might occur at each of these levels. Identify possible impacts with your students, and discuss how you might collect information to decide on whether or not they have taken place.

| Student Impact  | School Impact   | Family Impact   | Community Impact   |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>• Ability to describe perceived acts of justice or injustice done to various groups of people or individuals</li> <li>• Ability to apply human rights instruments (e.g., UDHR and the MHRA) to instances of social injustice and explain their implications</li> <li>• Ability to compare and contrast historical and current instances of social injustice</li> </ul> | <ul style="list-style-type: none"> <li>• Increased interest in world history classes, using the human rights lens</li> <li>• Widespread use of human rights lens to analyze history of other nations in other classes</li> <li>• Creation of a school-wide event to look critically at U.S. history using a human rights lens</li> <li>• Increased awareness of community and world issues</li> </ul> | <ul style="list-style-type: none"> <li>• Increase in discussions with family members about historical issues</li> <li>• Increase in discussions with family members about school-based projects</li> <li>• Use of human rights instruments and appropriate agencies to help address social injustice issues that affect the family</li> </ul> | <ul style="list-style-type: none"> <li>• Increased mention of human rights issues in media by students participating in relevant events</li> <li>• Increased mention of human rights instruments in relation to social injustice</li> <li>• Decrease in community-related acts of injustice</li> </ul> |

<sup>7</sup> Language Arts: Rdg & Lit 11-12/I.B., D.- 11-12/I.B. Vocabulary Expansion

<sup>8</sup> Language Arts: Writing 9-10/II.A.-B, 9-10/II.D Research

<sup>9</sup> Language Arts: Spk/List 9-10/III.A.,B.- A. Speaking and Listening

<sup>10</sup> Language Arts: Spk/List 9-10/III.A.,B. - B. Media Literacy



**Introduction:** The teacher may wish to do an introductory activity to generate interest in U.S. history and determine students' prior knowledge. One or both of the following two activities may be used to introduce the unit of study:

1. Students identify what they know about U.S. history by putting events on a timeline. The timeline activity should initially be done individually and then students in groups of three or four should compare their timelines with each other to confirm their accuracy. Each group of students is asked to correctly identify four events in U.S. history that will be posted on a large class timeline, which is displayed and maintained around the room for the duration of this unit of study.
2. Students become members of the "bias detection squad." The teacher supplies textbooks or other information sources that are outdated and contain omissions, or have blatantly biased information about historical events, or stereotypical characterizations of various ethnic groups. Students "detect" the omissions, biased information, or stereotypical characterizations and record them in their reflection journals. During the course of this unit, students correct the omissions, biases, or stereotypes by finding and recording more truthful, objective information.

### **Activity A: Observe/Identify the Human Rights Issue**

**Key Question:** What is at the heart of this human rights issue?

**Activity Goal(s):** Deepen understanding of a particular issue and/or era and relate them to articles in human rights documents.

**Time:** 4 hours – 4 sessions

**Materials:** Textbooks or other research materials, reflection journal, copies of the UDHR and MHRA, Handout 1: Events and Eras in U.S. History

**Setting:** Grades 9-12

**Step 1: Select an event or era in history for study.**

Students select the event or era for study from a teacher-supplied list based on MN 9-12 academic history standards. The list is included in Handout 1: Events and Eras in U.S. History.

**Step 2: Read the related text/background information.**

The student may use either a textbook, internet research or collected information supplied by the teacher. This is simply baseline information to get the student grounded in the event or era. Next, the student will conduct research and go into greater depth in terms of knowledge about the event or era.

**Step 3: Start a reflection journal documenting perceived acts of justice or injustice done to various groups of people or individuals during this event or era.**

The reflection journal can be presented in a notebook, a folder, or on a laptop computer. It should be portable and its contents easily shared with others. The first entry in the reflection journal should be organized in a T-chart. Students draw a line down the middle of the page and list what they believe to be acts of justice or injustice to one side of the line and the corresponding situations from the historical event or era that are examples of the act of justice/injustice on the other side.

**Step 4: Read the articles of the Universal Declaration of Human Rights (UDHR) and the Minnesota Human Rights Act (MHRA) and match them to the identified justices/injustices.**

Students may also identify new acts of justice/injustice in the historical event or era they are studying based on reading the Universal Declaration of Human Rights (UDHR) and the Minnesota Human Rights Act (MHRA). They record the articles from the UDHR and topics from the MHRA that correspond to the issues they have identified by naming them in their reflection journal T-chart.

**Possible Evaluation/Assessment Indicators:**

- The student will identify an era or event in U.S. history and relate it to appropriate human rights issues and documents.
- The student will describe a historical event, and present any omissions, biased information, or stereotypical characterizations.

### **Activity B: Describe and Share Human Rights Stories**

**Key Question:** How have our ancestors worked to promote and protect this human right? Who within our schools, families, and communities promotes and protects this human right?

**Activity Goal(s):** Deepen understanding of human rights issues in history and create a common story about a chosen research topic.

**Time:** 6 1/2 hours – 7 sessions

**Materials:** Note cards, clip file, scrapbook, reflection journal, current newspapers and magazines, reference materials, Handout 2: Survey Response Matrix.

**Setting:** Grades 9-12

**Step 1: Conduct an in-depth study of the event or era and continue to identify human rights issues.**

Students may conduct their own research or the teacher may wish to supply additional information about the events or eras selected for study by the students.

Some questions that they may choose to explore are:

- Why was the Minnesota Human Rights Act created?
- What prompted certain amendments to the U.S. Constitution that affect(ed) people's rights?
- How have people organized to respond to certain injustices in the United States? Were the injustices resolved? Are people still working on these issues today? (For example, slavery, voting rights, women's rights, worker's rights.)



- Step 2: Summarize information from the in-depth study using a mind map or web.**  
Students keep notecards, clip files, a journal, or a scrapbook to document information as they gather it. Students should continue to identify issues in their reflection journal and name the corresponding article(s) from the UDHR. Students use a mind map or web to organize and summarize the information they've gathered into a manageable form that they can integrate into the group activity that follows. For instructions on mind mapping, see the following website:  
<http://www.peterussell.com/MindMaps/HowTo.html>
- Step 3: Select significant issues from the event or era and identify those that are named in the UDHR articles.**  
See Activity A, Step 4.
- Step 4: Form groups and create a "common" story of the event or era by comparing mind maps or webs.**  
Students may self-select or the teacher may assign them to groups of three or four. However, the members of the group must all be studying the same event or era. Students in each group compare mind maps or webs and create one common story on which all students in the group can agree. Each student should keep a list of the events or pieces of information that s/he believes are "true" or significant about the event or era, but that other students in the group do not agree to add to the common story.
- Step 5: Tell the common stories to the class. Students should explain at least one human rights issue.**  
If students have created a class timeline of U.S. history as an introductory activity, each group should locate their event or era on the class timeline and add the significant information from their event or era to the timeline when they tell their common story.
- Step 6: Select a similar current event or era to research and compare it to the historical event or era using a Venn diagram.**  
For instructions on the creation of Venn diagrams, go to [www.venndiagram.com](http://www.venndiagram.com). Have students use current newspapers and newsmagazines to find and research a current issue that has similar injustices as their historical event or era. Teachers might want to prepare background reading materials from reference books, pages, websites, and articles on topic areas.
- Step 7: Survey some community viewpoints of the current issue and compile them into a survey response matrix.**  
Each student in the group creates one question to ask people about how they view justices or injustices in the current issue or the historical event or era. Each student asks four different people their one question and reports the answers for compilation in their group's survey response matrix (see [Handout 2: Survey Response Matrix](#)). Also, have students identify groups that are currently involved in the issue and what actions they are taking.

**Possible Evaluation/Assessment Indicator:**

- The student will thoroughly investigate an event or era in U.S. history related to a specific human rights issue, and relate it clearly to a similar issue in current events.

**Activity C: Generate Human Rights Responses and Make Predictions about Their Impact on the Community**

**Key Question:** What could we do? What will happen if we do that?

**Activity Goal(s):** Develop a plan of action that addresses a human rights issue related to U.S. History

**Time:** 4 hours – 4 sessions

**Materials:** Paper and pencils

**Setting:** Grades 9-12

**Step 1: Compare the UDHR, MHRA and the U.S. Bill of Rights.**

Students research their chosen topic in reference to all three documents and create comparison diagrams to show similarities and differences between the ways in which the UDHR, MHRA and U.S. Bill of Rights approach the topic.

**Step 2: Compare the survey response matrix to the Venn diagram of the UDHR, MHRA, and U.S. Bill of Rights and identify the significant justices/injustices.**

Students work in their groups to compare their survey response matrix to the Venn diagram of the UDHR, MHRA and the U.S. Bill of Rights. As a group, they select the most significant justices/injustices that they believe are being repeated in the current issue.

**Step 3: Make predictions about the possible outcomes of the current issue based on the outcomes of the historical event or era.**

**Step 4: Brainstorm possible actions to take that would help to change the current injustice or support the current act of justice as well as possible outcomes of those actions.**

**Possible Evaluation/Assessment Indicators:**

- The student will generate a human rights response that addresses an issue related to U.S. history.
- The student will compare and contrast at least two of the following instruments: UDHR, MHRA, and the U.S. Bill of Rights.

### **Activity D: Select a Human Rights Response and Take Action**

**Key Question:** What is the best response or position?

**Activity Goal(s):** Select and receive feedback on action plans

**Time:** 1 hour — 2 sessions

**Materials:** Paper and pens/computer, Handout 3: Action Plan Worksheet

**Setting:** Grades 9-12

**Step 1:** Select two actions and create a flow chart for each to share with another group for feedback.

A sample action plan worksheet is included in the handouts at the end of this unit.

**Step 2:** Select the best action based on the feedback and develop an action plan.

See Handout 3: Action Plan Worksheet. The action plan should include step-by-step activities and timelines.

**Step 3:** Put the human rights response into action.

**Possible Evaluation/Assessment Indicator:**

- The student will select an appropriate human rights response and put it into action.

### **Activity E: Interview Community Members and Collect Information about the Impact of Your Human Rights Action**

**Key Question(s):** What happened when we took action? Whose lives did we impact?

**Activity Goal(s):** Record actions and responses for documentation in reflection journal

**Time:** Variable, depending on plan of action — approximately 1 hour of teacher instruction

**Materials:** Reflection journal, documentation worksheet

**Setting:** Grades 9-12

**Step 1:** Determine what information to record, and how to record it, in order to document the actions and their outcomes.

- a) Students record actions and responses in their individual reflection journals.
- b) Include information such as the successes, problems, outside feedback, adaptations to the action plan necessary during implementation, and ideas for changes to the action plan if the students were to do the project over.
- c) Students should document how close the actual outcomes or responses were to the students' predicted responses or outcomes. Sample documentation worksheets and ideas are listed in the Toolbox section of the manual.

**Possible Evaluation/Assessment Indicators:**

- The student will effectively record actions and responses for further documentation.

### **Activity F: Reflect and Draw Conclusions on What You Have Learned about Promoting and Protecting Human Rights**

**Key Question(s):** What did we learn? Was the intent of the action the actual impact?

**Activity Goal(s):** Summarize activity and share it with another group

**Time:** 2 hours — 2 sessions

**Materials:** Reflection journals, photos, magazines, newspapers, paper and pens/computer

**Setting:** Grades 9-12

**Step 1: Determine how the action and its outcomes can best be summarized.**

Students may decide to compile and summarize the information from their individual reflection journals into a matrix, web, or Venn diagram, or students can create a collage of their findings with pictures they took, or pictures from magazines and newspapers.

**Step 2: Present a draft of the conclusion to another group for feedback.**

Students share their matrix, web, or Venn diagram with another group to process the activity and what it meant to them. This is also an opportunity to discuss how best to present the information about their activity in the final step.

**Possible Evaluation/Assessment Indicator:**

- The student will reflect clearly on the success of their human rights action.

### **Activity G: Communicate and Demonstrate Your Human Rights Learning**

**Key Question:** How can we share what we learned with our schools, families, and communities?

**Task:** Create a class newsletter and participate in a closure activity

**Time:** Variable, depending on activity

**Materials:** Variable, depending on activity

**Setting:** Grades 9-12

**Step 1: Design ways to demonstrate their learning in a school-wide and/or community event.**

Students may wish to create artwork including drawings, music, dance, or theater pieces as in-depth, synthesized ways to share what they learned. Their reflection journals, survey response matrices, Venn diagrams, and mind maps or webs can also be a visual display of the historical and current issues they are exploring. Another way to publicize the students' learning is to contact local media to cover the event.

**Possible Evaluation/Assessment Indicator:**

- The student will communicate effectively what was learned about U.S. history and human rights.



### **Possible Evaluation/Assessment Indicators**

It is important to examine the impact of human rights actions on families, school, and community. However, assessing these impacts is more subjective than assessing impact on the individual level. In order to address this, discuss measures that indicate impact in the areas of families, school, and community **PRIOR TO BEGINNING THIS UNIT**. Refer to the possible impacts on four levels: (a) student, (b) school, (c) family, and (d) community (p.99). Create a checklist that can be referred to over the course of the unit to gauge impact using these impacts, or the more specific student-focused indicators found at the end of each activity:

The student will:

- ☐ Identify an era or event in U.S. history and relate it to appropriate human rights issues and documents.
- ☐ Describe a historical event, and present any omissions, biased information, or stereotypical characterizations.
- ☐ Investigate an event or era in U.S. history related to a specific human rights issue, and relate it clearly to a similar issue in current events.
- ☐ Generate a human rights response that addresses an issue related to U.S. history.
- ☐ Compare and contrast at least two of the following instruments: UDHR, MHRA, and the U.S. Bill of Rights.
- ☐ Select an appropriate human rights response and put it into action.
- ☐ Effectively record actions and responses for further documentation.
- ☐ Reflect clearly on the success of their human rights action.
- ☐ Communicate effectively what they learned about U.S. history and human rights.

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| HANDOUT 1 |
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## **Events and Eras in U.S. History**

The following is a possible list of events and eras in U.S. history suitable for student study and based on the Minnesota U.S. history standards for high school students.

1. European exploration and colonization of the Americas and the consequences for Native Americans
2. The development of the colonies in North America and the enslavement of Africans
3. The impact of the Revolutionary War on groups within American society including loyalists, patriots, women, Euro-Americans, enslaved and free African-Americans, and Native Americans
4. The impact of territorial expansion on Native American nations, including federal and state Indian policies
5. The causes and consequences of the concept of Manifest Destiny and the Mexican-American War
6. The impact of innovation in industry, technology, and transportation before the Civil War and the consequences for various immigrant populations including the Irish, Germans, Scandinavians, and Chinese
7. The sources, characteristics and effects of cultural, religious, and social reform movements, including abolition, temperance, the women's rights movement, union organizing, etc.
8. Changes in American political life, including the spread of universal white male suffrage, restrictions on free African-Americans, and the emergence of a Two Party System
9. The impact of debates over slavery, the Southern secession movement, and the formation of the Confederacy
10. The differences in resources of the Union and the Confederacy, and the experiences of war on the battlefield and home front
11. The reasons for the different phases of Reconstruction and the successes and failures in transforming social and racial relations, including emancipation and the redefinition of freedom and citizenship
12. The effects of post-Civil War westward expansion, including conflicts with American Indian nations

13. How the rise of corporations, heavy industry and mechanized farming transformed the American economy and contributed to the rapid growth of cities
14. The transformation of urban life, including the impact of migration from farms, the development of urban political machines and their role in financing, governing, and policing cities
15. The massive wave of “new” immigration (1870 to World War I) and its impact on social patterns, conflicts, and ideas of national unity
16. The imposition of racial segregation, African-American disfranchisement, and the growth of racial violence in the post-reconstruction South, including the rise of “scientific racism” and the debates among African-Americans about how best to work for racial equality
17. The origins of labor unions, how the rise of industry changed the nature of work in factories, and the role of state and federal governments in labor conflicts (1870 to 1900)
18. The social, economic, and political changes that resulted from electoral politics and social movements, such as populism and temperance
19. The Spanish-American War and its effects on foreign policy, national identity, and the debate over the role of America as a power in the Pacific and Latin America
20. The problems of industrial capitalism, urbanization, and political corruption and how they were addressed by the Progressives
21. The successful campaign that led to the adoption of the 19<sup>th</sup> Amendment granting women the right to vote
22. The causes of World War I and its impact on American foreign and domestic policy
23. How developments in industrialization, transportation, communication, and urban mass culture change American life from the end of World War I to the Great Depression
24. Key social changes related to immigration, social policy, and race relations from the end of World War I to the Great Depression
25. The changing role of art, literature, and music in the 1920s and 30s
26. The causes of the Great Depression and how it affected Americans in all walks of life
27. How the Great Depression transformed American federalism
28. The international background of World War II and the debates over American involvement in the conflict, as well as the key leaders and events of the war years

29. The impact of World War II on groups such as women, African-Americans, and Japanese-Americans
30. The social transformation of the post-war United States, including the economic boom and its impact on demographic patterns, the role of labor, and multinational corporations
31. The events of the Cold War, including the causes and consequences of the Korean War
32. The domestic policies and civil rights issues of the Truman and Eisenhower administrations
33. Provisions of Kennedy's New Frontier and Johnson's Great Society
34. The impact of Nixon's foreign and domestic policies
35. America's involvement in the Vietnam War, including conscientious objection, war resistance, and the end of college exemptions from the draft.
36. The impact of the "rights revolution," including the civil rights movement, women's rights movements, the expansion of civil liberties, and environmental and consumer protection



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| HANDOUT 2 |
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**Survey Response Matrix**

| Questions | Person 1<br>Response | Person 2<br>Response | Person 3<br>Response | Person 4<br>Response |
|-----------|----------------------|----------------------|----------------------|----------------------|
| 1.        |                      |                      |                      |                      |
| 2.        |                      |                      |                      |                      |
| 3.        |                      |                      |                      |                      |
| 4.        |                      |                      |                      |                      |

HANDOUT 3

**ACTION PLAN WORKSHEET**

**NAME:** \_\_\_\_\_

Action Plan TOPIC/ISSUE: \_\_\_\_\_

Position:

Desired Impact:

Overview of the Plan:

Steps to carry out the plan of action:

1. Identify people/places/agencies that are working toward the same goal
2. Identify the opposing view
3. Reach out to the community—friends, family, neighborhood. Let them know what you're doing. Advertise.
4. Do the action
5. Clean up, take down posters, thank helpers, return borrowed materials

## Chapter 15: Grade Ten – World History, Culture, and Geography: The Modern World

Page 423, line 61. Add sentence after ‘society?’ : How did the Enlightenment recognition of the “Rights of Man” affect economic, political and social relationships around the world?

Page 428, line 127. Amend sentence: Who received the benefit of those rights in the eighteenth century?<sup>7</sup>

Page 429, line 162. Additional sentence after ‘break from the past?’: **At the same time, how were they connected to the past?**

Page 430, line 185. Amend sentence to read: Key components of the social contract that students should learn about are that men have natural rights to life, liberty, and property, : or, as Jefferson wrote, and as Locke himself proposed in *Concerning Human Understanding*, the pursuit of happiness .

Page 430, line 185. Amend sentence to read: **Who ~~received~~ gained enjoyment of those rights in the eighteenth century?**

Page 431, Line 207. Add sentence after ‘rights.’ : : They argued that these rights were inherent in human beings and that it was through the social contract that individuals ceded certain of their inherent rights to the government in return for common benefits such as security, economic regulation, accomplishment of common purposes, etc.

Page 434, line 222. Amend sentence to read: In most cases, these leaders were from the bourgeoisie, or middle-class; this group was distinct because it was not from the nobility, it tended to not hold power, and it was educated.<sup>8</sup>

Page 435, line 248. Add additional sentences after ‘campaigns and defenses of enslavement: They should also consider the paradox in the treatment of indigenous peoples within the various settler nations that arose in the Americas and the various racially-based exclusion laws that arose in regard to immigration and public education. What were some of the rationales that were used at the time to justify these paradoxical statuses?

Page 436, line 279. Additional sentence after ‘the rights and responsibilities of citizens.’: What distinctions were made between the rights guaranteed to citizens and the rights belonging to all persons found within the nation? What rights were guaranteed to all?

Page 439, line 348. Revise sentence to read: Competing for profits, corporations came to much greater prominence as a structure for organizing industries into larger entities with access to greater resources and with limitation to the personal liability of those operating the industries. These corporations grew substantially as they sponsored continuous innovations in goods and carefully oversaw systems of production.<sup>9</sup>

Page 441, line 377. Additional sentence: **How did the industrial revolution affect the structure of businesses and industries themselves?**

Page 443, line 430. Add an additional bullet:

- How was the Social Contract applied to colonized peoples?

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<sup>7</sup> If rights are “inherent,” then nobody receives them other than by the act of being born human. However, in many societies, the benefit of those inherent rights may not be accessible by all.

<sup>8</sup> The revolution in Haiti was not a middle class revolution.

<sup>9</sup> it is important that students understand what a corporation is and why this particular structure grew in importance compared to partnerships and individually owned businesses, particularly when the individual founder and/or owner of the business was very wealthy and exercised control over the corporation

Page 445, line 475. Additional sentence after 'and geopolitical power.' : Students should revisit the theory of a Social Contract that was so central to Enlightenment-based reforms and revolutions and explore the rationales through which colonial powers justified the exceptions to that contract which accompanied colonial rule.

Page 455, line 602. Add an additional section:

Students should become aware of the various efforts undertaken in the period leading up to World War I to place limits on armed conflict, to encourage negotiation and to establish standards for the protection of the wounded and other victims of war. They should be aware of the International Peace Conferences convened at the Hague and in London in 1899, 1906 and 1907 and the conventions and treaties established through these proceedings. Then consider, with all this effort to avert warfare or limit its harm, why did World War I represent such a dramatic escalation of the scale of warfare?

Page 457, line 647. Amend sentence to read: The Red Cross's aid to Armenian Genocide survivors also demonstrates the worldwide humanitarian response to the crisis and the emerging role of the International Committee of the Red Cross as an international non-governmental humanitarian organization.

Page 458, line 662. Additional sentences or paragraph:

Students may also explore the efforts of international humanitarians and international lawyers to extend the protections of existing IHL agreements to the new circumstances represented by the total war waged in World War I and the new and more powerful weapons that produced such an extreme loss of life. These include international agreements prohibiting use of poison gas, a new convention regarding the treatment of prisoners of war, an agreement on protection of civilians in an occupied area and an effort to protect artistic, scientific and historical resources from destruction.

Page 460, line 708. Additional sentence after 'goal.' : Some of the League's efforts to expand the protection individual human rights were later joined with the more comprehensive development of human rights standards after World War II, through the UDHR and other agreements with United States participation and support.

Page 462, line 761. Add a sentence: What were the similarities and the differences between communist totalitarianism and fascist totalitarianism? Why did one prevail over the other in the respective countries where each achieved power?

Page 468, line 894. Add sentences: : The Atlantic Charter and the Four Freedoms Speech introduced human rights claims as part of the Allies' war aims. These reappear in specific provisions of the United Nations Charter and the Universal Declaration of Human Rights in the immediate postwar period.

Page 471, line 958. Add an additional section:

Students will explore the world response to the excessive brutality of World War II in the period immediately following World War II. The formation of the United Nations, initially among the Allies, but expanding to include the world's nations, included specific institutions and charter provisions intended to protect individuals and proscribe the abusive use of power. Students can compare Roosevelt's Four Freedoms with language in the UN Charter.

In the immediate aftermath of the Allied victory in Europe, a tribunal was established by the Allies at Nuremberg to try those Nazis seen most culpable for war crimes and for crimes against civilians. These latter crimes required a new legal concept, the Crime Against Humanity, to establish international jurisdiction over acts so heinous that the whole world required their redress. United States Supreme Court Justice Robert Jackson, as chief prosecutor at Nuremberg, played a lead role in delineating the Nuremberg Principles, and incorporating them into the canon of International Humanitarian Law.

Another major advance in IHL arising in reaction to the level of atrocity in World War II was the

comprehensive reformulation of the Geneva Conventions which took place in Geneva in 1949. Students can access primary source documents online from the Minutes of the Diplomatic Conference of Geneva to answer questions such as: Who were the parties most involved in the Geneva conference? Why were top military lawyers chosen to advise the American delegation? How were the interests of the various national participants reflected in the final documents? The 1949 Diplomatic Conference of Geneva revised the existing three Geneva Conventions, added General Article 3, applicable to all the conventions establishing certain protections for noncombatants in all armed conflicts and adopted an additional convention, the 4<sup>th</sup> Geneva Convention, dealing with protection of civilians in areas of armed conflict and who are subject to occupation.. Lesson plans and related materials to support the study of the development of International Humanitarian Law can be obtained from the websites of the International Committee of the Red Cross and the American Red Cross.

The Universal Declaration of Human Rights, adopted in 1948, was one of the first declarations of policy by the newly formed United Nations. Developed by a committee chaired by Eleanor Roosevelt, widow of President Roosevelt, it sought to incorporate into one agreement the fundamental principles of the Rights of Man, as they had become understood in the United States, among the resistance fighters against Nazism in Europe and among newly autonomous non-Europeans from former colonies. Students can explore the different constituencies that contributed to the development of the UDHR and the role of this UDHR in the postwar resurgence of civilian life.

Students can compare the outpouring of agreements strengthening universal human rights and international humanitarian law in the period directly after the end of World War II with the slowing of both the development of new agreements and the increasing wariness in the U.S. Congress of approving international human rights agreements. What development in the post war period may have contributed to this cooling?

Page 496, line 1422. Add a sentence: What are some of the advantages and disadvantages of being able to draw world powers together in one place but not being able to independently enforce the agreements they may enter into?

Page 496, lines 134 and 135. Amend sentence to read: These rights fell into two broad categories: legal and political rights, including freedom from persecution and bodily harm; and social and economic rights, including rights to material sustenance, health, education, and to gainful employment.

Page 497, line 1445. Amend sentence to read: From the 1970s, concern for human rights began to rise. In part, the ascent of ideas about human rights had to do with nongovernmental organizations such as Freedom House, Human Rights Watch, and Doctors Without Borders and NGOs committed to increasing public knowledge about human rights and humanitarian law such as Human Rights Education Associates (HREA) and the Education and Outreach program of the International Committee of the Red Cross and more recently HRE USA.

Page 498, line 1466. Amend sentence to read: Most Western countries now describe the promotion of human rights in foreign countries as a central objective for their own foreign policies, even though most of them face criticism from groups such as Amnesty International for conditions at home (e.g., overcrowded prisons, wrongful convictions, or the death penalty, or the persistence of conditions inconsistent with standards of economic, social and cultural rights.).

Page 499, line 1490. Amend sentence to read: . Students should learn about the roots of modern Islamic extremism by reading a variety of sources from Egyptian writers and the Muslim Brotherhood, for example. Historical memories of earlier conflicts, such as the Crusades and the religious justifications sometimes given for Western colonialism , have inflamed a contemporary “clash of civilizations.”

Page 500, line 1517. Add a sentence: In examining this question, students should explore the distribution of influence and power in the pre-Modern world and the roles of some of today's "new" world powers, such as China and India, in this earlier period.

Page 500, line 1530. Add a sentence: Global movements of refugees and global economic forces are also challenging the stability achieved by the European Union.

Page 502, line 1559. Add a sentence after 'on which its prosperity depends.': At the same time, climate effects traceable in part to the environmental consequences of reliance on fossil fuels are leading to demands for changes in the way energy is produced and used. Meanwhile, climate change has contributed to political and economic upheavals that are changing patterns of human migration and fueling regional conflicts.

## **Chapter 16: Grade Eleven – United States History and Geography: Continuity and Change in Modern United States History**

Page 534, line 601. Amend sentence to read: Students can compare these Depression-era events to the institution of the Bracero Program in 1942, which brought Mexicans back into California (and other parts of the US) to supply farm labor during WWII and to today's controversies surrounding immigration.

Page 535, line 622. Add sentence: **What enduring value has the community received from the production or improvement of this artifact through the WPA or CCC?**

Page 538, line 689. Amend sentence to read: Students can explore the Holocaust from the American perspective and consider the response of Franklin D. Roosevelt's administration to Hitler's atrocities against Jews and other groups and response to asylum seekers fleeing Nazi Europe.

Page 542. Add a sentence after 'commensurate with the threatened danger.' ' : It is significant that Justice Robert Jackson, who became the chief prosecutor at the Nuremberg Tribunal after the war, dissented from the *Korematsu* decision.

Page 544, line 828. Add an additional bullet:

- What was United States participation and leadership in the flowering of recognition of universal human rights and the strengthening of international humanitarian law after World War II?

Page 544, line 832. Add a new section after the last bullet:

In the immediate aftermath of World War II and US leadership of the Allied defeat of both Germany and Japan, the United States played a pivotal role in the establishment of key post-war institutions and agreements. Franklin Roosevelt's Four Freedoms had defined Allied goals in the European theater through the Atlantic Charter signed by Roosevelt and Churchill in 1941, before formal US entry into the war. These same principles were reflected in the language of the Charter establishing the United Nations in 1945.

After Roosevelt's death in office, President Truman appointed his widow, Eleanor Roosevelt to the American delegation to the newly formed United Nations. There, Ms. Roosevelt chaired the Human Rights Committee which drafted the Universal Declaration of Human Rights, guiding and, when necessary, strong arming the committee members until a final declaration was ready to present to the UN General Assembly in 1948.

As the Allies decided how to deal with captured Nazi leaders, the US position favoring trial by a tribunal on German soil was accepted by the Allies. Justice Robert Jackson of the US Supreme Court served as chief prosecutor at the Nuremberg Tribunal. Jackson's recommendations for the conduct of the trial

were also adopted. The principles which guided the proceedings and identified the offenses charged were grounded in American due process. A new category of offense, the Crime Against Humanity, was identified and defined, becoming a permanent principle of International Humanitarian Law.

At the Diplomatic Conference of Geneva of 1949, the American delegation was advised by chief JAG officers of the three branches of service and had a major impact on the final language of the Conventions. Language in the 4<sup>th</sup> Geneva Convention prohibiting “taking any measure which has as an object the physical suffering or extermination of protected persons in its power” was taken directly from the language proposed by the American delegation.

Page 556, line 1069. Add a sentence: : American Indians also became more aware of the inequality of their treatment in many states where Indian tribes are located. American Indian veterans, returning from World War II were no longer willing to be denied the right to vote by the states, which controlled the voting sites or to be told their children could not attend state public schools. Some of these veterans and their families brought lawsuits in the late 1940s and the 1950s successfully challenging such practices.

Page 561, line 1198. Add the following sentences after ‘influence of the past on the present.’ Students should become familiar with the International Convention to Eliminate All Forms of Racial Discrimination (CERD), which the United States ratified in 1994. CERD was approved by the UN General Assembly in 1965 and entered into force in 1969, during the time that the civil rights movement was very actively changing the United States. Students should consider the forces within the US government which both delayed and ultimately mandated ratification of CERD.

Page 571, line 1350, amend the bullet to read:

- In what ways have issues such as education; civil rights for people of color, immigrants, and lesbian, gay, bisexual, and transgender Americans, and disabled Americans; economic policy; recognition of economic, social and cultural rights; the environment; and the status of women remained unchanged over time? In what ways have they changed?

Page 572, line 1367. Amend sentence to read: **In what ways have issues such as education; civil rights for people of color, immigrants, and lesbian, gay, bisexual, and transgender Americans, and disabled Americans; economic policy; recognition of economic, social and cultural rights; the environment; and the status of women remained unchanged over time?**

## **Chapter 17: Grade Twelve – Principles of American Democracy (One Semester)**

Page 587, line 114 and 115. Amend sentence to read: In addition to political liberties, students explore individual and societal economic, social, and cultural freedoms including property rights, labor rights, children’s rights, patents, and copyright, as well as rights necessary to basic wellbeing, such as rights to subsistence, education and health, and they identify those rights which pertain to all persons in a democracy, citizen and non-citizen alike.

Page 588, line 137. Add sentence after ‘the courtroom or voting booth experience?’ : Where in the Constitution does it connect to rights guaranteed to all persons? What is the citizen’s role in assuring these basic rights and protections to all?

Page 589, line 169. Amend sentence to read: Deriving its power from the governed and grounded in the principles of a civil society, the U.S. Constitution delineates the unique roles and responsibilities of the

three branches of the federal government and the relationship between the federal government and the states.

Page 600, line 353. Add additional sentences: Students should explore the effect of voter turnout on the democratic process. What difference does it make how large and diverse a proportion of the potential electorate actually participate in any given election? Students might look at service learning opportunities through which they can encourage others to vote and assist people who have a hard time getting around to get to the polls.

Page 600, line 369. Amend sentence to read: ? Students should understand that local governments are established by the states and tribal governments are ~~established~~ recognized<sup>10</sup> by Constitutional provisions and federal law.

Page 601, line 388. Add additional sentences after ‘government agencies regulating and funding them.’ : In addition, some areas of state responsibility, such as education, have been determined by the U.S. Supreme Court to not be part of the rights guaranteed by the U.S. Constitution, although their equal application is guaranteed (See San Antonio School Distr. v. Rodriguez). How does the distribution of powers and responsibilities between the Federal government and the states affect provision of social, cultural and economic benefits such as education and health care, which are treated as rights-based under international human rights laws?

Page 604, line 442. Add an additional bullet after the bullet on lines 441 and 442:

- Are there rights that all persons enjoy and which states must respect for citizens and non-citizens alike?

Page 607, line 528. Add two sentences after ‘examine the condition of human rights.’ : **What are the fundamental human rights that are widely recognized throughout the world community? Why does denial of human rights so often accompany a violent change of government?**

Page 608, line 536. Amend sentence to read: **Why do ordinary people risk their lives to flee or transform authoritarian states?**

Page 609, line 563. Add a sentence after ‘bodies and associations.’ : Students should understand the questions raised by international trade agreements regarding the authority of national governments to make laws regarding health, environment, economic practice.

Page 609, line 568. Add a sentence after ‘boundaries?’ : **What challenges do efforts to combat non-state terrorist organizations create for the operation of international humanitarian law?**

Page 610, line 597. After ‘reform, or responses to the spread of AIDS,’ add: poverty and its relationship to homelessness, joblessness and structural inequality,

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<sup>10</sup>That the actual establishment of an Indigenous nation’s government is within the authority of the Indigenous nation, both under the US Constitution and under international law. However, the Constitution gives to the Federal government the authority for engaging with American Indian tribes. Article 1, Section 8 provides: “Congress shall have Power . . . To regulate Commerce . . . with the **Indian Tribes.**”

There are Federal laws regarding the structure of American Indian governments, such as the Indian Reorganization Act, as amended. However, such powers as this gives the Federal government to establish tribal governments depends on treaty and/or other agreement and affects such things as Federal “recognition,” eligibility to participate in various Federal programs, etc. However no law takes away the inherent power of American Indian Nations to establish their own forms of government, as several Pueblo nations in the Southwest have demonstrated, with their parallel traditional and contemporary governments operating together.



### **Chapter 18: Grade Twelve – Principles of Economics (One Semester)**

Page 634, line 493. After ‘debate the pros and cons of unionization.’ Add additional sentences: : Students can investigate the place of work in international human rights agreements like the Universal Declaration of Human Rights (UDHR, Article 23) and the International Covenant on Economic, Social and Cultural Rights (ICESCR). The United States has agreed to the UDHR but has not ratified the ICESCR. One reason is that there is disagreement in the United States about whether a human right to employment should be the subject of legal protection. Students can explore these disagreements and represent the different perspectives on this issue through small group research, discussion and presentation.

Page 640, line 607. After ‘group presentations, or model United Nations sessions.’ Add additional sentences: Students can explore the human rights issues that arise in the context of global trade. These can include rights of children, rights of women, the rights to employment, education, health care and leisure recognized by the Universal Declaration of Human Rights. How are the rights of individuals, families and groups protected in a globalized economic system?

### III. Recommendations for Chapters of the H-SS Framework Applicable to Grades 6-8

The third set of recommendations cover middle school level materials including:

- Chapter 9: Instructional Practice for Grades Six through Eight
- Chapter 10: Grade Six – World History and Geography
- Chapter 11: Grade Seven – World History and Geography: Medieval and Early Modern Times
- Chapter 12: Grade Eight – United States History and Geography: Growth and Conflict

#### Chapter 9: Instructional Practice for Grades Six through Eight

Page 165, line 11. Amend sentence to read: Educators may also want to consider the College, Career, and Civic Life (C3) Framework, published in 2013 by the National Council for the Social Studies and positions on civic and social studies education adopted by the National Council for the Social Studies and the Center for Civic Education.

Page 166, line 33. Amend sentence to read: Students should also be able to explain the relevance of individual perspective, civic virtues, and democratic principles and human rights<sup>11</sup> when people address issues and problems in government and civil society.

Page 166, line 38. Revise sentence to read: Students develop the ability to apply civic virtues and democratic principles and respect for human rights in school and community settings. In addition, these civics-related activities can be woven into a variety of classroom content areas:

#### Chapter 10: Grade Six – World History and Geography

Page 194, line 449. Add a sentence: : Students consider: How did these first codes of law and legal systems support individuals, rulers, and societies?

Page 229, line 1173, Add a sentence: How did the demands of maintaining imperial control of other regions and peoples affect the ability of Roman society to maintain a republic internally?

#### Chapter 11: Grade Seven – World History and Geography: Medieval and Early Modern Times

Page 251, line 403. Add a sentence: The Magna Carta is widely considered an early document in the development of legally recognized human rights which even the sovereign must respect.

Page 1041. Add sentence: Students can also compare and contrast the political systems of the Incas and Aztecs with the political systems of some of the Indigenous peoples who inhabited North America at the same time and whose societies were organized according to different systems. They can consider the village systems of the Pueblo peoples and the Hopi, the federated tribal system of the Iroquois Confederacy, etc.

Page 298, line 1398. Add additional sentences: The teacher emphasizes that these colonializing practices

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<sup>11</sup> . See NCSS Position Statement on Human Rights Education at :  
[http://www.socialstudies.org/positions/human\\_rights\\_education\\_2014](http://www.socialstudies.org/positions/human_rights_education_2014)

would today be considered violations of the human rights of the colonized people. Students use Article 1 of the UDHR to analyze the practices that supported European colonial expansion.

Page 302, line 1443. Add additional sentences: : The Teacher emphasizes that this forced removal and enslavement of people is recognized today as a total violation of the human rights of the removed and enslaved. Students are reminded that as they study this period and later 18<sup>th</sup> century through mid19<sup>th</sup> century history, they will see changes in beliefs and understandings about slavery resulting over time in laws prohibiting the slave trade or transport of slaves on the high seas, and movements to abolish slavery in the Americas.

Page 311, line 1657. After ‘Social Contract.’ Add additional sentences: : To Locke and other early proponents of the Social contract, the most fundamental rights enjoyed by individuals were not tied to their nationality or status, as were the rights in the Magna Carta. Rather, they were inalienable, meaning that they were inherent to the status of being human. Thus a “social contract” was required for the people to cede certain of their rights to the state.

Page 312, line 1658. After ‘necessary bridge to Grade 8.’ add a sentence: The teacher explains how laws defining the social contract of Englishmen developed in the 17<sup>th</sup> century, culminating in the British Bill of Rights of 1689.

Page 312, lines 1664 and 1665. Amend the sentence to read: . If the people are the basis of the state, then they must act to protect the state and other citizens, and people generally, to participate in state institutions, such as jury duty and voting, and help insure rights for all persons.<sup>12</sup>

## **Chapter 12: Grade Eight – United States History and Geography: Growth and Conflict**

Page 313, Line 1: *[Preliminary comment: An important recommended addition to this chapter is language regarding the impact of the Civil War on the development of International Humanitarian Law. President Lincoln’s issuing of the Lieber Code (Instructions for the Government of Armies of the United States in the Field, General Order № 100) preceded the 1<sup>st</sup> Geneva Convention and is considered influential in development of IHL. The relief work of Clara Barton during the Civil war was followed by her involvement with the International Committee of the Red Cross and the founding of the American Red Cross. Barton successful advocacy for US ratification of the First Geneva Convention. These are significant moments in the development of International Humanitarian Law].*

Page 320, line 177. Add sentence: : Students can explore the lessons learned from the Iroquois Confederacy that influenced the structure of the government created under the Constitution.

Page 322, line 210. After ‘against quartering of troops.’ add additional sentences: Students will be briefly introduced at this point to the limitation of the Bill of Rights in regard to relations between the people and the governments of the several states and to the extension of the Bill of Rights to that level of government by the 14<sup>th</sup> Amendment. This subject will be more completely addressed in the post-Civil War Reconstruction area study. However, it should be introduced here.

Page 327, line 330. Amend sentence to read: . Reading excerpts from works by James Fenimore Cooper,

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<sup>12</sup> Under Social Contract theory, and under the US Constitution and its 14<sup>th</sup> Amendment , the people have a responsibility to protect other people, not just other citizens. Certain of the fundamental rights protected by the 14<sup>th</sup> Amendment apply to persons.

Washington Irving, Olaudah Equiano, William Apess ( A Native of the Forest, 1829) Sequoyah (The Cherokee Phoenix newspaper 1828-1834) , and Black Hawk (The life of Ma-ka-tai-me-she-kiakiak, with Antoine LeClaire, 1833), and Abigail Adams.

Page 249, line 620. Amend sentence to read: Students also study the Treaty of Guadalupe Hidalgo, the Protocol of Queretaro and the California Constitution of 1849 and their effects on the lives of Mexicans living within the new United States borders.

Page 356, line 769. Add a new paragraph:

The Civil War had a major impact on the newly emerging the Law of Armed Conflict and International Humanitarian Law, as well as on the procedures and structures for caring for the wounded and other victims in time of armed conflict. Abraham Lincoln, commissioned a legal document from Francis Lieber, an Austrian immigrant, which was issued as General Order No. 100, Instructions for the Government of Armies of the United States in the Field (the Lieber Code or Lieber Instructions). During the same period, the United States Sanitary Commission was established as a private, civilian relief agency that cared for sick and wounded soldiers. Dorothea Dix recruited women nurses into the Army Medical Bureau and Clara Barton worked outside of military oversight to establish frontline medical relief and an organization to trace missing soldiers for their families. Lincoln's Lieber Code (1863) antedated the First Geneva Convention (1864) by a year and is credited by the International Committee of the Red Cross as precedent for the establishment of a body of International Humanitarian Law. Barton's battlefield experiences led her to go to Europe after the Civil War and ally herself with the newly formed International Committee of the Red Cross. Thanks to Barton, the ICRC charter was amended to include providing relief in case of natural disasters (the "American Amendment"), a chapter of the Red Cross was established in the United States, and the United States, during the administration of President Chester Arthur and in response to her advocacy, ratified the First Geneva Convention.

Page 359, line 828. After 'and the completion of the Panama Canal.' add additional sentences: It was during this period (1882) that, at the urging of Clara Barton, the First Geneva Convention was ratified by the United States, under the signature of President Chester Arthur with the consent of the U.S. Senate. This began the United States' formal participation in the development of international humanitarian law.

### III. Recommendations for Chapters of the H-SS Framework Applicable to Grades K-5

The fourth set of recommendations cover middle school level materials including:

- Chapter 2: Instructional Practice for Kindergarten through Grade Five
- Chapter 3: Kindergarten – Learning and Working Now and Long Ago
- Chapter 4: Grade One – A Child’s Place in Time and Space
- Chapter 5: Grade Two – People Who Make a Difference
- Chapter 6: Grade Three – Continuity and Change
- Chapter 7: Grade Four–California: A Changing State
- Chapter 8: Grade Five – United States History and Geography: Making a New Nation

#### Chapter 2: Instructional Practice for Kindergarten through Grade Five

Page 25, line 23. Revised sentence to read: . The skills described below are organized by one of the four main social science disciplines featured in this framework, including civics/government, economics, geography, and history.<sup>13</sup>

Page 25, line 33. Amend sentence to read: They also begin to understand how all people in a community or society participate in a democracy and interact with each other responsibly.

Page 25, line 38. After ‘authority and rules.’ add a sentence: They begin to recognize the fundamental principles of human rights and respect for all persons which underlie their relationships with other persons both within and beyond their immediate community.

Page 26, line 55. Amend numbered sentence to read: 4. Students identify and describe ways to take action individually and in groups to address problems and issues: with respect for the rights of others .

Page 27, line 80. Amend sentence to read: Additionally, students should explain how weather, climate, other environmental characteristics, as well as human-made and natural catastrophic disasters, affect people’s lives in a place or region and the migration of people within and between regions.

#### Chapter 3: Kindergarten – Learning and Working Now and Long Ago

Page 40, line 38. Amend sentence to read: Students need help in analyzing problems, considering why the problem arose, considering other alternatives, developing awareness of how alternative behaviors might bring different results, and learning to appreciate behaviors and values that are consistent with a democratic ethic and respect for themselves and others.

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civics/government, economics, geography and history are the social sciences featured in the California History/Social Science standards and framework and in the C3 Framework. However, the field of the social sciences contains more disciplines which are considered “main” or major in the field, including, at the least, sociology, psychology and anthropology. In addition, the social science discipline of political science encompasses more than civics/government. To guide students toward college readiness, it is important that they be introduced to the breadth of the field of the social sciences.

Page 40, line 41. Amend sentence to read: Students and teachers can dramatize issues that create conflict on the playground, in the classroom, and at a home and brainstorm solutions that exemplify compromise, cooperation, respect for each other, and respect for rules and laws.

Page 43, line 55. Amend sentence to read: Students further their study of good citizenship by learning about people who exhibit honesty, courage, determination, individual responsibility, respect for the rights of others, and patriotism in American and world history.

Page 43, line 60. Amend sentence to read: . Teachers may introduce students to important historical figures who exhibit these characteristics by reading biographies such as *Now and Ben: The Modern Inventions of Benjamin Franklin* by Gene Baretta, *Harvesting Hope: The Story of Cesar Chavez* by Kathleen Krull, and *The Story of Ruby Bridges* by Robert Coles, Clara and Davie [a story of Clara Barton]– January 28, 2014 by Patricia Polacco (Scholastic Press).

Page 47, line 156. Amend sentence to read: Teachers may read historical accounts of famous Americans : who worked for the rights of others and for justice, which further students’ understanding of national identity and cultural literacy.

#### **Chapter 4: Grade One – A Child’s Place in Time and Space**

Page 57, line 157. Add sentences: Teachers can help students understand that despite the many differences in cultures, nationalities, religions and traditions, everybody shares certain rights, called human rights, using quality children’s literature such as *We Are All Born Free: The Universal Declaration of Human Rights in Pictures*. By Amnesty International(Author), Paperback – February 1, 2015; and *Every Human Has Rights*, National Geographic , 2008.

#### **Chapter 5: Grade Two – People Who Make a Difference**

Page 66, line 153. Amend sentence to read: . Included, for example, are scientists such as George Washington Carver, Marie Sklodowska Curie, Louis Pasteur, Charles Drew, and Thomas Edison; authors; musicians, artists and athletes, such as Jackie Robinson and Wilma Rudolph and humanitarians like Clara Barton, Jane Addams, Henri Dunant, Florence Nightingale.

Page 69, line 167. Add additional sentences: Teachers can invite community members who are making a difference on issues important in the students’ lives as guest speakers or partners in student projects to make their communities a better place to live. By meeting local “heroes,” students will have role models from their own communities who are making a difference.

#### **Chapter 6: Grade Three – Continuity and Change**

Page 81, line 175. Amend sentence to read: Students also learn about American heroes on the national level, such as Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Clara Barton, Eleanor Roosevelt, and Martin Luther King, Jr., as well as leaders from all

walks of life who have helped to solve community problems, worked for better schools, or improved living conditions and lifelong opportunities for workers, families, women, and students.

### **Chapter 7: Grade Four–California: A Changing State**

Page 107, line 458. After ‘emphasize the importance of perspective and historical context.’ add a sentence: Students can look at the Universal Declaration of Human Rights, adopted by the United Nations with leadership from the United States in 1948, and discuss how national beliefs, attitudes and values have changed over time.

Page 107, line 464. Add two sentences: **Who are today’s migrants? What challenges do they face?**

Page 111, line 522. Amend sentence to read: The resulting repatriation drives were done in violation of individual civil and human rights.

Page 112, line 540. After ‘states combined.’ add a sentence: In 1945, California was the site of the establishment of the United Nations at the San Francisco Conference, convened on April 25, 1945, presided over by President Franklin Roosevelt, British Prime Minister Winston Churchill, and Soviet Premier Joseph Stalin, and attended by representatives of 50 nations.

### **Chapter 8: Grade Five – United States History and Geography: Making a New Nation**

Page 135, line 316. After ‘an extreme violation of human rights.’ add a sentence: Students can read Article 4 of the Universal Declaration of Human Rights prohibiting slavery and the slave trade.

Page 143, line 499. Add a sentence: Students can consider how the ideas contained in the Declaration have influenced subsequent declarations of rights, including the Declaration of the Rights of Man and of the Citizen (1789) and the Universal Declaration of Human Rights (1948).

Page 158, line 674. After ‘create posters focusing in each right.’ add a sentence: They can learn how the rights protected by the bill of rights are represented today in documents like the Universal Declaration of Human Rights.